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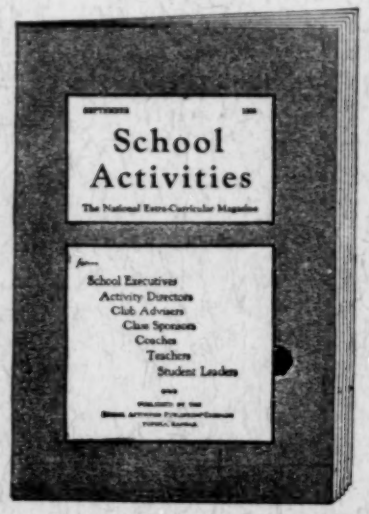

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The Editors Say...

Decidedly bookish is this issue; less than usually textbookish and more joybookish—though textbooks are showing a welcome tendency to be joybooks as well, these times, and it is hard to draw the line.

Anyhow—our theme this time is "Reading for Fun," which is likewise the theme of "National Book Week" (November 17-24). We are helping to celebrate that worthy occasion by pouring a good deal of bookish enthusiasm and suggestion into this Book Number.

Thanks are due to some thirty publishers who have kindly co-operated with us in the preparation of this issue.

•

The spotlight turns on Kansas City. Our series of "Representative School Systems" is meeting with a fine reception among the nation's educators. All who read this material are learning different ways of approaching the common problem of providing a modern education for modern boys and girls. Our next issue will feature Portland, Oregon.

•

Short Story Contest

Speaking of joyful reading—don't overlook that story you were going to write for our Third Annual Short Story Contest. Entries should be mailed not later than December 15 and should not exceed 1,500 words in length. They must deal with school characters or situations. A first prize of $25, second prize of $10 and five of $5 each are offered. Address your manuscript to Journal of Education Short Story Contest, 6 Park Street, Boston, Mass., enclosing return postage for good luck. Some of you who are teaching others to write — take your own medicine!

•

Treasure Hunt

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These letters can be unscrambled to spell a series of three words appearing in a certain advertisement in this issue. Discover the words and mail them in, with name of advertiser, to Journal of Education Treasure Hunt, 6 Park Street, Boston. If yours is the first correct answer mailed from your state, you will be entitled to a four months' subscription to this magazine, for yourself if **married;** otherwise for a friend. No answer counts if mailed after December 11.

Answer to T. H. of October 21 is: "Careful personal service," page 463.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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REPRESENTATIVE SCHOOL SYSTEMS

Kansas City

By Superintendent GEORGE MELCHER
and S. M. BARRETT

THE Kansas City Public School System subscribes fully to the following:—

"Every child, regardless of race, creed, social position, residence, physical condition, or native intelligence, should have the opportunity for the fullest development of his individual powers through education."

Special Schools

The public schools are maintained for all the children, but unfortunately some children are so handicapped that they cannot work profitably with regular classes for normal children. Justice, therefore, demands that an equitable portion of the school funds shall be used for providing better school opportunities for such children. At best these children will remain underprivileged, but the Kansas City schools are so organized that they increase the privileges of these unfortunate children. There are three general types of underprivileged children for which special provisions are made. They are:—

(1) Those physically handicapped.
(2) Those mentally handicapped.
(3) Those morally and socially handicapped.

•

For pupils who are contacts with tuberculosis in the home or who are predisposed to tuberculosis, open-air schoolrooms are provided. There are twenty-two such schoolrooms now in operation in the school system, with an enrollment of approximately seven hundred children.

These schools also admit, in special cases, children with heart trouble and also undernourished children.

Open air schools do not take any open cases of tuberculosis and, therefore, there is no danger of infection in these schools. In fact, they are as sanitary and as healthful as any schoolroom in the city. Not only is this true, but from data secured, it would seem certain that (probably on account of the sanitary precautions taken in these rooms) the pupils in the open-air schoolrooms are less frequently afflicted with prevalent, contagious diseases than are the pupils in the regular rooms.

Open-air Schools

In these schoolrooms the children are taught the regular school work, so that when their health and strength are restored they may be returned to the class in which they would have been in the natural course of events had they not been transferred to open-air rooms.

It is usually necessary to keep a child under observation for a school year. At least it does not seem advisable to release him until the nurses and physicians are sure there is no risk.

Evidences that practices established in health procedures in these schoolrooms carry over into the home life of the pupils appear in the fact that many parents come to the teachers for advice about ventilation of the homes, and information in the matter of dietetics.

School for the Deaf

For twenty years the Kansas City school system has provided appropriate educational opportunities for the deaf.

Year after year some school children in Kansas City lose their hearing on account of such diseases as spinal meningitis, whooping cough, measles, scarlet fever or some other disease prevalent among children. In attendance there are also children who are congenitally deaf.

The purpose of the school for the deaf is to bring these children up to a condition where they can read, write and express themselves fairly well, and also understand the world of things about them. When this is done they become happier and more contented, and they also become more useful—an asset to society rather than a liability. Many deaf children complete the elementary course and then take high school work.

Sight Saving School

A school for sight saving has been in operation for about seven years. It is maintained for children of defective vision whose eyes may be injured by reading the ordinary print in the ordinary textbooks. Classes are held in specially lighted rooms so that pupils receive plenty of properly diffused light. The pupils are also provided with special textbooks with large (twenty-four) point type, and also with maps and other special equipment.

This is not a school for the blind but for those whose vision is defective. The extent of the use of the eyes is prescribed by an oculist and treatment of these pupils helps to conserve their eyesight.

Schools for Crippled Children

It is better, of course, for children to be educated in the regular school wherever this is possible. However, many children, who on account of their crippled condition are unable to care for themselves in the schoolroom, are transferred to the school for the crippled children where they can get the right individual attention without any extra effort on their part. These children are transported to the school and from the school. They are furnished lunches, provided with rest rooms and given such medical care as the physician in charge deems advisable to improve their physical condition. Special physiotherapy and occupational therapy work are provided for these children. The physiotherapy is furnished by the Visiting Nurses Association of Kansas City and the occupational by the Junior League of Kansas City.

Opportunity Schools

Special schools and rooms are organized to care adequately for individual differences of children. If children are to develop into worthwhile members of society they must have opportunities to work in situations in which they can succeed.

SCHOOL FOR CRIPPLED CHILDREN

Children who cannot work as rapidly as average children are made very unhappy if placed in a situation in which they are always failing. but such children, when placed in a learning situation adjusted to their capacities and interests, make more satisfactory progress in school subjects, and better social and emotional adjustment.

The work in the opportunity schools is carried on individually. The children do not work in classes but in groups. These groups are usually of fifteen or twenty children each, so that the teacher can have time to do individual work with each pupil.

Schools for Socially and Morally Handicapped

In order to take custodial care of pupils who are mildly delinquent, neglected or homeless, parental homes are provided in rural locations, and schools are maintained at each of these homes. Parental homes and schools are maintained at four points, and include custodial care of boys at McCune Farm Home, for girls at Girls Parental Homes and for negro boys and girls at the Jackson County Home.

In these parental schools the curricula coincides with the grades in the regular Kansas City schools. These schools are maintained co-operatively by Jackson County, Mo., and the Kansas City school district. The homes and the schools co-operate in an effort to stabilize the conduct and strengthen the character of these underprivileged children.

Northeast Junior College Experiment

After consultations with and approval from the North Central Association of Colleges and High Schools, there was begun in 1930, in the Northeast High School, an experiment in the reorganization of the curricula of the upper grades of high school and the Junior College. There are several reasons for this reorganization. Among them are the following:—

First, the growing feeling that the freshman and sophomore years of college work are really secondary school work and should be made a part of the secondary school program.

Second, the well-known fact that there is much useless repetition and duplication of subject matter and courses in the upper high school years and the junior college years.

Third, the length of time spent in elementary, secondary, and college courses preceding professional training is longer in America than in any other country. Our courses have been spread exceedingly thin and have allowed a large amount of useless repetition and have permitted the inclusion of many deadwood and time-consuming courses that are wasting at least two years of valuable time of the youth of America and costing modern

society two years of worthwhile service.

In the reorganization of the courses of the two upper years of high school and the two years of Junior College an effort was made to eliminate duplications and useless material and to cover the essentials of the four years of work in three years.

On the completion of the three years of work the students will in all cases have had the equivalent of sixty hours of standard junior college work and will have the equivalent of fifteen standard high school units.

The success of the experiment can to some extent be determined by the use of standardized achievement, psychological, and other tests. A very extensive program has been carried on in connection with this experiment. The intelligence levels, the age levels, and achievement results have been compared with those of the regular high school students, in Northeast High School; also in Central High School, Kansas City, Mo. Similar comparisons have been made with students in the Kansas City Teachers College, in the regular Junior College of Kansas City; also certain tests used nationally have been given to these students and the results compared with national norms.

The results of such tests have been very gratifying. Though the educational achievements of pupils completing this course have been slightly lower in most subjects than in the national norms of students completing the sophomore year in college and university, it has in some subjects, particularly science and mathematics, been higher than the norm.

The average age of the group has been two years less than the average age of pupils completing the sophomore year in college and university. Therefore, when the age of the group is considered, the educational quotient is in all subjects much higher than the national educational quotient norms.

Public School Music

It is not possible to make skilled musicians of all children, but it is possible to develop in every child the power to be a discriminating listener.

In the public schools of Kansas City the time allotment for music will average one hour to one hour and one-half each week, and in this time every child is taught the fundamentals of music, and is trained to judge good from bad music and also to enjoy music of proper tone and quality. This time allotment does not apply to the pupil who has musical ability and who in high school or college undertakes to make music a vocation. Such pupils major in music, vocal or instrumental, and are given a larger allotment of time in the later years of their musical training.

It is estimated, from proper testing, that only a small per cent. of the pupils will become skilled performers and only a very few of these will become finished artists of music. Therefore, the major objectives are to make good listeners of all pupils and to develop whatever musical abilities are discovered.

There are two types of work offered in music, one is for the children who will choose music as a vocation, and will need intensive work, and the other is for the larger group who will become consumers of music—listeners, competent to appreciate and enjoy good music.

Song Festivals

Classroom singing each year has motivated toward the spring festival, where selected groups from all schools participate in ensemble singing. Every child in the upper grades of the schools of Kansas City has had the preparation necessary for such an event.

Christmas Carols

At Christmas, each year, the high schools furnish a program at the Union Station on the afternoon of the closing of school. Choruses from the different high schools numbering from one hundred to one hundred and fifty each, occupy the balconies in the station and four bands are located on the main floor. After the singing of these choruses familiar carols are played by the bands and all persons in the station lobby are asked to join in the singing. This carol singing is a part of the plan of the mayor's Christmas tree committee, and has proved to be very successful. It has become a Christmas tradition in Kansas City.

Music Appreciation

In Kansas City the aim of music appreciation as outlined in the curriculum for the several schools is "to develop individually satisfying and socially functioning musical tastes." Listen-

VOCATIONAL (Laundry) CLASS
McCUNE (Parental) BOYS' HOME SCHOOL

ing lessons in the classrooms of the upper grades and high schools have been motivated by the concert series. Kansas City schools through the years, day by day, have been building an intelligent concert audience, and to the schools, the organization of the Kansas City Philharmonic Orchestra fulfills a long-felt need.

Instrumental Music

Piano classes, first and second year, have been organized each year in the schools where a sufficient number of pupils apply for the instruction. Twenty pupils constitute a first year class and ten pupils a second year class. A small fee from the pupils taking this piano music is used in paying for teachers of piano. Violin classes are organized on a similar basis. Elementary school bands are organized in the schools wherever such demand is made, and pupils are able to furnish their own instruments and pay a small fee to remunerate the Board of Education for the salaries of teachers. Orchestras are similarly organized in elementary schools. Saturday and summer instrumental schools are maintained. On Saturdays an opportunity has been given all pupils in the upper grades and in high school to study orchestral and band instruments in a class for beginners. These classes are conducted at a central point and the pupils have paid a small fee for this instruction. More advanced and technical music classes are offered in senior high schools, in Junior College, and in Teachers College.

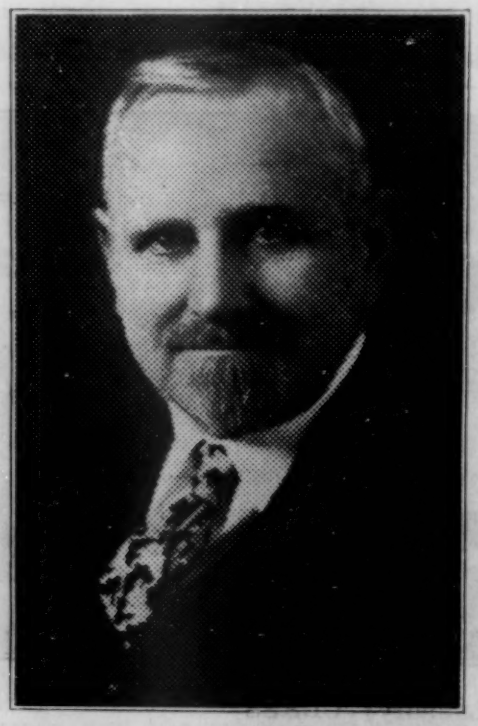
Radio

One of the most recent activities in music teaching in the Kansas City schools has been developed in connection with the Kansas City public school radio hour. Frequently at this period groups of children from the schools, choruses, quartettes, a-cappella choirs, and instrumental ensembles, both large and small, are placed on the program to broadcast. Not only does the opportunity to make music over the radio appeal to the children but there is an immense satisfaction to them when they have participated in such activity. In the schools many excellent programs are prepared which are not available for the enjoyment of a large number of people. This arrangement makes possible not only the giving of pleasure to the listening public but enables pupils of each school to hear the work of the pupils of other schools and this stimulates them to greater effort in their music activities.

Fortunate are the children who are sent to schools where music is properly taught, where the teachers have a true understanding of the place music occupies in the curriculum and where music functions in every life, regardless of the amount of talent. Music is a vital force, soothing, stimulating and inspiring, and gives to the child training and ideals that will enrich his life and give him continued enjoyment.

Public School Art

The program of art education in the Kansas City public schools is based upon the fact that only a few children will become artists but every child will become a "consumer" of art.



SUPT. MELCHER

Objective

Each child will in adult life be called upon to select many man-made articles, and he will, at least in part, judge their value to him by their art effect. It may be a home, it may be furniture for the office, wearing apparel or any one of a hundred things, but he should know enough of art fundamentals to be an intelligent consumer.

Creative Art

Special provision is made by the educational departments of the Kansas City Art Institute and the William Rockhill Nelson Gallery of Art for more than a thousand children in Saturday art classes at these two institutions.

Art Appreciation

Each year through a rotation of classes in five types of lessons approximately 5,000 sixth grade children become acquainted with the important divisions of art represented in the collections of masterpieces of the Nelson Gallery so that they will be at home with the various types and collections and come to feel that the splendid gallery is their possession as young citizens.

Those who have inclination and known ability may pursue courses of study leading to art as a vocation—seek to become artists. But with more than 40,000 pupils taking art in the elementary schools and more than 4,000 in the classes above that level, it may be seen that the general purpose of art instruction cannot be to make a professional artist of each one in the student group.

Fundamentals

From the very first, without interruption, fundamental subjects have been given the right of way in the curricula of the Kansas City schools. It would be well to understand that "fundamentals" as here used, indicates those school subjects which function in the lives of the pupils and make them happier, or more useful, or both. From this statement it will be seen that the

schools of Kansas City do not consider the proverbial "Three R's" as the only fundamentals, yet the Three R's are basic and stressed. They stand as a Gibraltar in every educational plan. This has been the plan through all of the economic changes in the life of the Kansas City schools.

Reading, for instance, has been given special emphasis and wherever possible new techniques have been added to the process of teaching reading, such as remedial work for weak pupils. Arithmetic has also been given special attention, and tests and measurements which have been given show that the norms for Kansas City students are above the average. A safe estimate would be that two-thirds of the time of the pupils in the elementary schools of Kansas City is occupied with fundamental subjects.

It is believed by the administrators of education in Kansas City that this special preparation in fundamentals is at least one of the reasons why a large per cent. of the pupils of Kansas City elementary graduates enter high school, a large per cent. complete high school, and still another large per cent. go to college. It is the belief of these school people that if the fundamentals are not well taught in the elementary schools the pupil will not be so apt to go beyond the elementary school grade level.

Some Books You Might Enjoy

By MARY ALLISON BELDING

Autumn's falling leaves are hardly more numerous than those paler leaves of paper, neatly packed between covers, which publishers produce and seek to scatter among a bewildered public at the approach of winter. Of the 3,500 book titles thus appearing in the fall book offerings, only a few will have wide reading. These will be the ones that—by some timeliness or merit, some gift of charm or humor, some luck or muck—happen to turn the trick and catch the popular fancy.

It is an audacious, even reckless thing, to select books to recommend for other folks to read. Happily—those other folks may do as they please about it.

All I can say for my list is—that it seems to me to be a fair sampling of the season's most enjoyable books. It includes books for varying tastes. "Here is a book that so-and-so would like!" I say to myself—after liking it a good deal myself.

•

I am speaking only of books for pleasure, for recreation—not for utility in the lower sense. But there is a higher utility that helps to equip the mind for the business of living. And—to make sure we all agree upon this point—I am going to suggest at the very outset a book of lively philosophizing and pointed suggestion on the meaning of abundant living.

It is *The Arts of Leisure*, by Marjorie Barstow Greenbie. Whittlesey House (McGraw Hill Book Company, Inc.).

A preconceived notion of a book with this title might be "Now we are going to be told we must play golf or ping-pong, bridge or croquet; we must garden or weave mats; otherwise, we are social outcasts, undeserving of active happiness or even passive peace." Nothing of the kind. On the contrary we are advised not to do anything we dislike—for fun.

Written in notably pungent, persuasive and flowing English, the essays offer an alluring display of arts that bring joy with little, if any, monetary outlay. The chapter headings in themselves are felicitous. Some of them are: "The Contrary Art of Being Oneself"; "The Lively Art of Going Places"; "The Difficult Art of Being Sociable"; "The Spirited Art of Conversation"; "The Dubious Art of Doing Good." Why not exercise "The Delectable Art of Reading" and peruse these pages in some leisure hour?

•

A book by Mary Ellen Chase has come to be an event. A brand new one is *Silas Crockett* (Macmillan Company). The end papers, picturing Saturday Cove, transport us at once to the Maine shore, which Miss Chase loves so loyally, and has taught us to love and admire. The story recounts the lives of four generations of Crocketts. Youthful Captain Silas Crockett, returning in the year 1830 from a sailing voyage around the Horn from Hawaii and Canton, travels the last lap of his journey on a little dingy steamer, the Island Maid, one of the first steamboats. Asked by the squat captain of this timid coastwise craft about his views on the future of steam, Silas scornfully rebuffs him: "I've no faith at all." To which the humbled old fellow stubbornly rejoins: "I'm telling you it's coming, sure as the last trump." The heyday of clipper ships follows, and Captain Silas rides the crest of the wave. But on a voyage in 1840, he is overhauled and passed by Mr. Cunard's pioneer steamship on her maiden trip from Liverpool to Boston.

The birth, childhood and youth of Silas's son, Nicholas, in Saturday Cove, and, after him, of his son, Reuben, make reading that warms the heart with memo-

ries, particularly the middle-aged and the old heart. Ruthlessly, steam dooms the sailing trade. When Silas's grandson reaches manhood, he is glad to be employed by the Eastern Steamship Company as commander of the steamer that ran daily from Rockport to Saturday Cove. In the fourth generation, Silas, Second, in 1931, departs still further from the sea-faring tradition of his ancestors, but steadfastly he maintains the family character. ccurage and cheerfulness that make life a glorious affair.

The book is a moving experience. Miss Chase has bestowed upon the reading public another "goodly heritage."

•

Another story of the Maine coast, on which the ink has had more time to dry, is *Time Out of Mind*, by Rachel Field (Macmillan Company).

Here it is the family of Major Fortune, shipmaster, who tried to make his music-loving son follow the sea but could not, that grips our attention. Told in the first person by Kate, who grew up in the household, and knew its every joy and sorrow as her own, this story is captivating in its style and substance. There is something about Maine stories—and I have never lived in Maine, so am not prejudiced that way at all.

•

And Gladly Teach, by Bliss Perry (Houghton Mifflin Company) takes its title from Chaucer's Prologue, "And gladly wolde he lerne and gladly teche." These reminiscences comprise the author's forty-nine years of teaching at Williams, Princeton, and Harvard, and of editing "The Atlantic Monthly" together with boyhood and education at Williamstown, and a philosophical retrospect by the emeritus professor. Dr. Perry is what we think of as the typical professor, living his sheltered existence of cultivation, study, teaching, writing, lecturing, friendship and long summering. It has been a rich life for itself and in its contribution to others. Professor Perry's Williams, Princeton, and Harvard contemporaries and students will enjoy his accounts of life in these colleges. At Princeton the Perry family knew the Clevelands and Wilsons well. The author's estimate of Woodrow Wilson's character from the viewpoint of an intimate friend is interesting. Often the best part of a biography is the anecdotes and quotations. Perry has many pleasing ones. Illustrating the innocent provincialism of typical college communities is a story of Mrs. Perry's, who was brought up in New Haven, to Yale loyalties. She was calling upon a Cambridge lady, and in conversation they hit upon the fact that in the Harvard-Yale football game that day, two brothers, one representing Harvard and the other Yale, were playing against each other. "Perhaps it isn't as strange as it seems," hazarded the Cambridge lady; "you know that it often happens that one of two brothers is brighter than the other."

Writers will have a fellow feeling for John Burroughs, who when asked to write a special article for the *Atlantic*, replied: "I'd do it, Mr. Perry, if I could only git het up enough so's I could flow!"

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Singing in the Wilderness, A Salute to John James Audubon, by Donald Culross Peattie (G. P. Putnam's Sons.)

The life of the master of birds "lets something escape from our hearts into the open; lets the winged best of us free," as the author says. Audubon was Frenchman, American, artist, loafer, wanderer, lover, and "bird-hearted observer." In this book is portrayed his sweet home life in France with his motherly stepmother; his misery in the naval academy where his officer father places him to be trained for a distinguished career; his flight from the irksome routine, and the resulting worse confinement in prison. Then America and Lucy and business opportunity. But for this man "to be free to follow a bird in the woods or an impulse with his pencil, these were riches where all else was destitution." The author, himself a lover of birds, has caught the heart-beat of Audubon. He writes with winged words.

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From this transparent character we turn to one whom we shall see only through a glass darkly. Circumstance joined with nature to render Mary Stuart one of history's most romantic and most tragic figures. So much mystery surrounds her life—and so much partisanship has helped to distort the facts, that the whole truth regarding this interesting woman seems impossible of discovery. And all the more on that account do biographers like to take her for their subject.

In *Mary, Queen of Scotland and the Isles* (The Viking Press) Stefan Zweig is at his best, and a very good best it is from the viewpoint of keen analysis and fluent, forceful style.

As Zweig is neither Scotch nor English, neither Catholic nor Protestant, the portrait he gives is probably more free from bias than any that has yet appeared of this queen-from-babyhood; this woman swept by passion to complicity in the death of her husband, Darnley; this mother of a babe that disappeared; this prisoner in various castles; this alleged conspirator in attempts against the throne of her cousin, Elizabeth of England. The biographer pauses longest over the two years when, under the spell of Bothwell, Mary lived most intensely.

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Let us come forward now from queens of the sixteenth century to twentieth century experiments in government. *New Worlds for Old* (Bobbs Merrill) is the most

recent offering of Irina Skariatina, who against her background as an aristocrat of imperial Russia, has in four previous books drawn pictures of the Revolution and its devastation of her class; of her adjustment in America; and of her first return visits to her native land.

This latest book, done in collaboration with her husband, Victor Blakeslee, a clear-sighted journalist, is an account of their recent visit to Europe. Arriving in Germany at the time of the Great Blood Purge, they traveled everywhere to the refrain of "Heil Hitler!" They witnessed, in all quarters, the fear-filled, soft-pedaled life of Germans of all classes. They came upon boys enthusiastically viewing exhibits of modern warfare; war romanticized with models of clean trenches, fitted up with cozy bunks and electric lights; enticing hospital wards with attending nurses; and exciting relief maps of future German conquests—war with all its horrible aspects expurgated.

In Italy, also, there was a noticeable change in the tenor of the people due to overpowering governmental influence. The natural Italian gaiety, noise and singing were hushed, and the people were "like children who have suddenly been put in a strict school." In Germany and again in Italy, they found countries where loyalty and endeavor centred in a single man, an idol. In contrast, Communist Russians were devoted to the teachings of their leaders, to ideas, and to a system. For Russian efforts toward a livable life for all, the Russian-born author evinces a sympathy amounting to enthusiasm. In all the three countries chiefly dealt with, it was noted that the element of doubt and fear was strongest among the middle aged and old. In Germany, Russia, and Italy the young were carried away with patriotic faith and fervor.

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Some books the discriminating reader turns to as to the sun. He knows they are good. Mind, heart and taste respond instinctively. Such a book is *North to the Orient* (Harcourt, Brace & Company). The first reaction to the announcement of a volume by Anne Morrow Lindbergh was: "Of course *anything* by Mrs. Lindbergh could get published and sold." But the reader does not go far with it before he discovers that the widely publicized person who is author, is admitting us to a fellowship with herself, and that she is a very pleasant person to know. North to the Orient contains a description of the Lindbergh flight, as the crow flies, to Alaska, Russia, Japan, and China in 1931. But it is not a treatise on aviation (how some of us would hate that), nor a mere recital of travel and places seen. Its tone is philosophical. Anne Lindbergh's soul reveals itself—delicate, shy, humorous, responsive, deeply feeling, and poetic. The great flier is nice, too.

"Which chapters do you like best?" asked a fellow enthusiast. "Let me see." We began to compare notes. "Was it 'Fog,' or 'The Paper and String of Life' or 'The Singing Sailors,' or the exciting ones about the floods in China, where their plane was smashed?" Which? Judge for yourself, but whatever you read, don't miss it. It's great for reading aloud at home or school. One teacher of a grade said: "I get more work out of my children with that book! As a reward I promise to read a chapter at the end of the afternoon. When I read aloud their eyes shine, and they breathe in little gasps. It makes geography live."

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Another book that gains from reading aloud is *Life with Father*, by Clarence Day (Alfred A. Knopf). So many books we ought to read because they'll inform us or do us good. Read this one just for the fun of it. It contains no groaning over the plight of the world nor advice how to dig ourselves out of the pit of our personal problems. It just makes us laugh. After all, for the moment, perhaps that is the best way to do us good and dig us out. "Father," the father of the author, Clarence Day, is a forceful, irascible, despotic and difficult-at-the-times person to live with—but a grand character to recall and reminisce about. It is a difficult task for a son to write about a parent without letting his affection blur or blot out the peccadillos and peculiarities that make the person interesting. It is the outrageous qualities of Day *pere* that make the book and that make us like him. It's a pity he can't read it himself, he would so enjoy it.

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School House in the Foothills, by Ella Enslow and Alvin F. Harlow (Simon & Schuster), is a story of the pluck, ingenuity, humor and humanity of a school teacher who faced in a little country community all the common difficulties of the teacher and some uncommonly harrowing ones. When asked by her superintendent to leave the high school, where she was an acknowleged success, and go to the country schoolhouse at Shady Cove, where five teachers in succession had been forced out the winter before, Miss Enslow accepted, "because there didn't seem to be anything else to do." A few of the reports that drifted to her as she prepared to take up life there were: "Dead snake in the water bucket," "Teacher kep' a boy after school, and his mother went down and slapped her face", "Dead cat and rocks thrown through the winder at teacher." Her pupils ranged from a five-year-old boy, through overgrown threatening bullies of twenty to an old lady of sixty-four, who wanted to learn to read before

she died. The new teacher not only taught school—but nursed, doctored, advised, and generally lent a hand—and came through, loving and being loved by these tragically poor but courageous people.

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And now, if you please, we "must down to the seas again." *Heroes of the Shoals,* by Allen Chaffee (Henry Holt & Company), is a steady succession of exciting—and wholesomely exciting—tales of storm-wracked or torpedoed vessels; explosions, hurricanes, icebergs. Combating and pitted against these deathly perils are the cool courage, quick-wittedness, stamina, suffering and self-forgetfulness of the men of the coast guard. Through towering seas, scorching fires, treacherous ice-floes they adventure and battle, into the very jaws of death, and with one purpose—to save life. Underlying all the stories is the thought of the value of human life.

War sacrifices a life for death. This service offers life for life.

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And to top off with a frothy dessert. *Mary Poppins,* by P. L. Travers (Reynal & Hitchcock). Mary Poppins is to outward appearance an angular, practical, laconic English nursemaid. No nonsense about her. Yet under her spell, the most nonsensical, mysterious, and delightful experiences spring into being. Her four little charges, Jane, Michael, and the Twins, and you also—are transported, pff! to an original, foolish, and elusive fairyland, not explainable by science or logic.

The Books

Mentioned in this article are here listed with their prices:

The Arts of Leisure	**$2.50**
Silas Crockett	**$2.50**
Time Out of Mind	**$2.50**
And Gladly Teach	**$3.00**
Singing in the Wilderness	**$2.50**
Mary, Queen of Scotland and the Isles	**$3.50**
New Worlds for Old	**$2.75**
North to the Orient	**$2.50**
Life With Father	**$2.00**
School House in the Foothills	**$2.00**
Heroes of the Shoals	**$2.00**
Mary Poppins	**$1.50**

Any of these books may be ordered from:

THE JOURNAL OF EDUCATION
Six Park Street
Boston

Do You Know Lafcadio Hearn?

By LOUISE H. HOWELL

OF vital interest to teachers universally should be the life of Lafcadio Hearn, one of the greatest teachers the world has ever known. Instructor in the Imperial University in Tokyo, he was not only a teacher but master of his art. He was truly a man of unmeasured mind; poet, artist, and philosopher. Like the "prophet who is not without honor save in his own country," Hearn knew the thorn pricks of criticism and condemnation in his native land. But when he left American shores and took up his abode in Japan as a naturalized citizen, he brought to surface, through his contact with the Japanese race, the buried soul of the artist. His writings found expression in the beauties of Japan. If he had stayed in America perhaps his writings would have resulted in a cold practical vein, lacking the rich, rare color of his rampant imagination. The self-consciousness produced by too many critics might have suppressed a true genius.

As a teacher Hearn was strict in discipline, and keenly sensitive to the proper moulding of character and innate ability. Combined with his art and idealism he possessed a practical nature as well.

Those well launched in a pedagogical career should read of the hardships and suffering endured by Lafcadio Hearn as he went through life teaching and writing with unselfish zeal, and with the misfortune of almost total blindness. And when young teachers become a little discouraged and disheartened they should realize that perhaps they, too, might become teachers of permanent renown and builders of character and of fine ideals in plastic humanity.

Hearn, as he himself explains it, was searching for "the Great Blue Ghost of the Unknown," to satisfy a restless, insatiate, inquisitive soul. Probably his love of nature imbued him with the belief of the East in the reincarnation of spirit.

To those who might be interested in Hearn's books, I would suggest the reading of the following: "The Japanese Letters of Lafcadio Hearn" (containing a brief resume, edited by Elizabeth Bisland) and a recent edition of a book written by his son Kazuo Koizumi, called "Father and I." These give perfect insight into the character of the writer and contain basic truths which enrich the interest in this sensitive artist. The world is just beginning to understand and value the spirit of Lafcadio Hearn.

We Read for Fun—and Growth

By J. H. PATTERSON
Principal of High School
Thomas, West Virginia

Describing a faculty book club which has flourished for a number of years in the author's school.

I HAVE seen teachers die, young and promising ones, whom I was sorry to lose. They came from college or normal school with fine enthusiasm, but in a year or two multitudinous reports, normal curve calculations, and intelligence quotients had smothered them. So busy they became with the mechanical side of their work that they forgot that teaching is the action of life on life, not the measuring of a static condition—becoming a clock that tells what time it was.

This death is not evident to the naked eye. The manners of teachers are not bad—usually. They wear about as good clothes as other folks. They dance, play bridge, go to the pictures—in short, the normal schools and colleges have done their work so well that teachers look a lot like other folks for a few years at least. But their association with children, their fancied superiority, soon results in deterioration. Experience so-called does not always result in improvement—often the reverse.

In the effort to improve teachers in service we at first had recourse to extension courses from various schools. These helped, but after a person has had six weeks in a summer school, more of the same is not exactly inviting, unless to those rare, foolish souls who like to work. Anyway the amount of extension work was limited, and reading circles as conducted with three or four prescribed books are as foolish as our having a whole reading class use one text.

What could we do but have a book club? In it all the teachers read more or less as they wish. There is plenty of material. By using the buying power of the school we secure a 20 per cent. discount. Each teacher pays two dollars for the year. Each teacher gets to read forty books costing an average of two dollars per copy. If any cost more we even up by getting some of the four or five dollar books that on account of excellence have been promoted to the dollar class. Notable among these was *Leonardo Da Vinci,* which last year brought about the high point in our course. A young Italian teacher became so interested in Da Vinci's life and times that he secured Italian books published in the eighteenth century containing Da Vinci's anatomical and mechanical drawings. He translated the text and from it and other sources brought such a charming hour-long talk that we are ready to accept Mussolini at face value.

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Our plan in buying books is to use about half our budget early in the year, reserving the remainder for the choice books that will come out later on. New books with the best of those of the year before start the season. Several of our club are independent book buyers and in their kindness lend copies to improve the club's variety.

Some of our teachers are interested in the drama. For these we had in the last year or two the plays of O'Neill, Coward, Shaw, the best plays of the year as collected by Mantle. Of course, every one read and chortled over *Of Thee I Sing.* While play reading was not so popular as novel reading, many manifested genuine interest.

Interest in China began several years ago with *The Good Earth,* and has continued in works by the same author. *Peking Picnic,* not so much about Chinese as about foreigners in China, was of absorbing interest. *Oil for the Lamps of China,* frankly fictionalized, is true in all or many of its features. I am assured of this by a man just arrived home from the locale of the story. Vincent Shean in certain chapters of his *Personal History* gave us much to think about. We are looking forward to *My Country and My People,* by Lin Yutang, one of the books on our new list.

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Russia is always with us. Starting with the *Primer* of Soviet achievement and planning, we read through *Kapoot* by Wells. *The Great Offensive* by Hindus, the shorter work by Durant, *Escape from the Soviets* by Madame TcHernvin, and the even better book by her husband. Along with books we studied magazines and newspapers till we didn't believe anything. There seem to be understatement, overstatement and just plain lying.

Our interest in France did not reach the present day, connected as it was with the lives of Marie Antoinette and Francis I. Marie was read widely, as it deserved. One of our teachers spoke of her feeling that if she should put down her book she might put off the inevitable catastrophe—the sad fate of an ordinary woman who might have been a useful woman if she had not been made a queen.

Spain came to us mostly in fiction. Hemingway's *Death in the Afternoon* and *Matador* by Steen pictured the principal occupation or possibly the second, if starting revolutions is more important than bull-fight-

ing. One of the best-liked books was *Delay in the Sun,* by Thorne. It is only a day long but is rich in the atmosphere of the country and in its depiction of explosive development or deterioration of human character. We were much interested in *The Man Cervantes,* who experienced all splendor and squalor and from the foolishness of it all made an immortal book.

As English is a hard subject, because everyone thinks he knows English, so England is so well known to us that we study it only in novels, preferably those which slam America. We made exception — Priestly's *English Journey,* which is well worth reading.

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We have read with interest Gibbs' *European Journey,* an account of a trip through Europe twenty years after the beginning of the Great War. Gibbs did not interview statesmen, but the men in the streets and shops. His picture of disillusionment and despair gives us the feeling that God made a mistake in creating man. He would have done much better to confine his efforts to the other higher animals. Dogs fight, of course, but they don't use poison gas and pile up foolish debts for their grand-pups to pay. Another book—on Central Europe—that everyone read was Adamic's *Native's Return.* His picture ot Alexander's kingdom explains the headlines concerning a bloody day in France on which day a king and a French minister were assassinated by a fanatic patriot. We shudder at assassination. We should prevent its need.

A book that has given pleasure to all is *Van Loon's Geography.* Its first paragraph sums up the insignificance of man in a physical way and helps us to appreciate the accomplishments of the brain trusts of the ages. We also read his *Elephant Up a Tree,* which one might say is a horse of a different color.

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What, no art? We don't know much art in West Virginia. Living pictures are so superior, so general, that we forget the necessity of pictures for those living under poorer circumstances. From every mountain-top, spring, summer, autumn, winter, a magnificent panorama of beauty reaches to other mountain-tops to far horizons—where man hasn't spoiled it by starting a landslide or building a hot dog kennel. We have read Craven's *Man of Art* and *Modern Art,* and other books, the burden of whose song seems to be that any picture containing recognizable objects is not art.

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In history and the modern political scene we have had the Adams books, *Millis' Martial Spirit* and his recent *Road to War, Robber Barons, Merchants of Death,* Chase's *New Deal, The Coming American Revolution,* and Wallace's various pronouncements. We differ violently but politely, and each believes as he did before our discussions began.

We have amused ourselves with *Britannia Waives the Rules, Mary Poppins,* Nash's *Primrose Path, Evil Through the Ages,* and some of Benchley's best—or worst.

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Poetry—yes. We have more or less eagerly read *John Brown's Body, Fatal Interview, Give My Heart to the Hawks, Wine from These Grapes,* and others. Most of the poetry books are in excellent condition, which seems to prove something about us—or about poetry.

The only book that aroused serious controversy was one selected on account of its blurb, and because it purported to be a true account of country club life in a neighboring state. We didn't know much about country clubs and wanted to, so we purchased *Appointment in Samarra.* It was pretty strong medicine, and was soon withdrawn. While teachers ought to be able to read discriminatingly there is some place a statement " Woe unto him by whom offence cometh."

Just to remind teachers that they are teachers we have had *Us Ladies,* a Genevieve Gertrude story; *Bloody Mary,* which is a story of a boy's school in England, and of course *Goodbye, Mr. Chipps.* Parts of Butler's *Way of All Flesh* helped to keep us from getting too hilarious.

Education books, pure and simple, are taboo. In school the teachers had some that were pure and many that were only simple. We do have as required reading *Teachers and Teaching,* edited by Dr. Hart. It is a study in the rating of teachers by their senior pupils. The opinions were given unsigned and presumably represented the feelings of the young people. Every teacher should have the book. If he can't see himself in it, he can see all his friends, and in studying them he may get next to himself.

We have read most of the best sellers in fiction. We think we owe it to ourselves to know what the country is reading. Some of the fiction is high class. Some, of course, is not, but the best writers of fiction keep well abreast of the thought of the world and have much to teach us. A good novel is probably truer than most history.

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A last book that I must mention is Warden Lawes's *20,000 Years in Sing Sing.* This book has been read to pieces—literally. Teachers perhaps feel a kinship with these other shut-ins. I do not know why the book has worn out card after card, but I do know that my order has gone in for *Cell 202—Sing Sing,* another book by Warden Lawes—a great man even if he is given too much to emotion, as his unkind critics say.

I have mentioned only a few of the books we have read in the last few years. Along with these the teachers use the thirty or forty magazines and national newspapers in the high school library. The library is well supplied with classics and is especially strong in historical works. All may and do read

widely, sometimes deeply. No teacher may dwell in the tents of yesterday. He must be a citizen of today, teaching millions the use of tomorrow.

Hereofore, at each meeting we have had formal reports by various members of the club called in regular order by means of a chart covering the nine months of school. Some of the reporting is rather perfunctory, and this year we plan to have longer reports, more or less voluntary, taking much time for preparation, presenting any subject the speaker may choose. Mention was made of the report on Da Vinci. It is our hope that others may thrill us as did that young man speaking of that old man in a far-off time.

We are fortunate to have in our town a physician who is a collector of rare books. He has books from incunabula to tomorrow's modern, and if we have a pain in our neck or our literature we get relief for both from him.

"A Noble Exercise"

By PHYLLIS R. FENNER
Manhasset, New York

HENRY THOREAU, in "Walden," says: "To read well, that is, to read true books in a true spirit, is a noble exercise."

Today, in our elementary schools, there is, I believe, a slight tendency to neglect reading. I do not mean the mechanics of reading, but the reading for pure pleasure. That probably has come about because the reading done by a particular group is confined largely to books about its own project and there is little time for literature as such. Consequently, many children are growing up without a real reading habit. Teachers and administrators are becoming increasingly conscious of this. Steps are being taken to bring more literature into the scheme of things.

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There are a few children who will not read. There are others who will read if encouraged. Most children, however, love to read. They should all be encouraged to read good books. By good books, I do not mean the so-called classics, necessarily, but books sincere in their writing, characters lifelike, and style appropriate. There are not many books that are really bad, but there are a great number of mediocre books. In this group come certain series books with impossible adventures and impossible heroes. Real adventure seems tame beside these, and the danger in becoming saturated with impossible stories, psychologists tell us, is that the child, because he cannot perform such stunts himself, spends his time in day-dreaming. Today there are so many honest and real books for boys and girls that there is no need to give our boys and girls the valueless books. A child who has been accustomed to good stories will seldom enjoy the impossible ones. He may read them occasionally, as we all read trash once in awhile, but it will be with a consciousness that what he is reading is trash. The problem, then, for teachers and parents is to provide good books. Good books cost more, it is true, but a child might better have a few good ones that he will reread than whole sets of worthless ones.

Parents can help a great deal in encouraging the reading habit. Certainly teachers cannot do it alone, inasmuch as children spend the greater part of their time at home. A child should have his personal book shelf at home. He should have the joy of owning a few good books. Giving a child a book-plate will awaken a pride in ownership.

Teachers and librarians can help by guiding the child to the right books for his reading ability, and by inspiring him with that enthusiasm for reading that no one should be without.

One thing that should be guarded against, I believe, is giving the child a book for which he is not ready. I do not refer to the mechanics of reading but to comprehension. Many a boy in the sixth grade is capable of reading *The White Company* but he would not get from the book what he should. It would be better to wait a year or two before giving it to him. Many of the finest books have been spoiled for children because they have been given too soon.

A person who does not like to read in this day of more leisure is to be pitied.

There are many bright students in our schools who read the necessary things but never read for pure enjoyment. Some day they will reach a time when they must be inactive. They will have nothing to do to amuse themselves. They have never acquired the reading habit. Some of these people belong to that few who never will like to read, but I am afraid most of them are *our* failures. We have failed to inspire them with the love of books.

It is my dream to have some day a perfect literature room. I would have within its attractive and informal setting the best of children's books from the whole world. I would have the folk stories of the nations, the best

of the illustrated books, and the best of our own books of today. Given these and plenty of time (for who can inspire a love for anything in the midst of routine and rush) I would endeavor to instill in children that feeling which many of us have through some gift of the gods or through some wise person's guidance, that love of books that means more than pleasure from the story within its covers—a sentiment for the book itself. We should not have to worry then about people searching madly for excitement to occupy their time.

If I were to choose a motto for education I should choose the one by an unknown wise man: "Make the mind a pleasant place to spend one's leisure."

All in the Day's Work

By FRANCIS READ
A High School Principal

School or Institution?

"Shouldn't that boy who has fits be put out of school?" a teacher asked me two weeks ago at faculty meeting. I suggested that we argue the question the next time we met. The debate came off today, and I present a summary of both sides.

In favor of the boy's being dropped:—

He is a disturbing factor in a schoolroom. When he has one of his spells, which come every few days, he throws up his hands and blurts out meaningless phrases. This throws the room into disorder. It is wrong to sacrifice the welfare of many for the sake of one. The boy ought to be in an institution.

In favor of the boy's being retained:—

The chap is never violent. He will overcome his difficulty best by associating with normal people. The pupils are becoming accustomed to the boy's misfortune, and learning to help him. When he has a fit a fellow-student near by will jump up to lead him from the room and give him water and fresh air. Boys and girls must learn when young to face such things with equanimity.

The vote was unanimous in favor of letting the boy stay in school.

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No Blind Endorsement

A salesman for a children's encyclopedia was considerably vexed with me today because I would not recommend his books merely upon seeing the prospectus. He could see no point in my policy never to endorse works of reference until I have examined the complete volumes.

In making an estimate of the worth of encyclopedias for the young, there are several things which one must consider. First, there is the mechanical make-up—the binding, print, paper, arrangement, illustrations, and length of lines.

Then there is the style. This is very important in encyclopedias for children. Many books full of useful information are written in such abstract fashion, and with such big words and long complicated sentences, that children never can get interested in them.

Besides, it is necessary to check carefully on the contents. It is not enough to read through the outlines at the beginning, or to turn the pages and note what they contain. One should look up several subjects with which he is familiar and see if the articles about them are accurate and comprehensive.

It is a pleasure for an educator to recommend a good encyclopedia for in this way he may help a little in the spread of knowledge. But school people never should endorse books unless they know whereof they speak.

Pedagogical Pennings

By R. L. HUNT

No. 6—Books

BOOKS are funny things, but the funny thing about books is that they are not funny. But it does seem funny, if not queer, that so many people give the right book to the wrong person. Some one has said that he can tell the kind of a fellow one is by the kind of books he reads. Many lives have been changed by reading a book.

The fellow who started the "book shelf library" was wiser than his fellow men. Books are written to be read, even though many authors are disappointed. They look nice on shelves, but why not buy pictures if scenery is the main objective? Wonder how many sets of the Harvard classics have never been opened. . . . Anyway they have an intellectual effect upon strangers.

Membership on the reviewing board of a library is an ideal "job." These people read many books that never get into the respectable classification, and the objective of reading such books is on the highest level.

One of the biggest things the schools are doing today is inducing the pupils to read worthwhile books. Many grade pupils read more good books in a year than their parents in a lifetime.

A little learning may be a dangerous thing, but a slight acquaintance with a good book will do no harm. Perhaps, teachers would do a better job if they spent more time in interesting their pupils in reading books, rather than so much time on the useless things found in many courses of study. Just a suggestion, no statistical data available to verify the idea.

Never worry if a friend borrows a good book and forgets to return it. He isn't the type who would steal a purse (trash). Get the book reading habit—but don't be a book-worm.

The Round Table

Budget Your Reading Time

There comes a time when the teacher who is very conscientious and over-burdened with school problems allows herself to get into the sort of rut where she forgets how to read for pure enjoyment and inspiration.

A good detective story that involves enough psychology to be of real value to a teacher in these troublesome times, or one of the late historical novels like *The Lord's Anointed,* may furnish such a change from the regular school routine as to greatly accelerate one's thinking. At least, such books keep one in touch with the actual world around us.

To me the reading of poetry is a most entertaining sort of leisure reading and one which, it seems to me, has lately been considerably neglected.

My recommendation for "reading for fun" is for a balanced budget; i.e., some time for professional reading, some time for reading books of current interest, a few to be treasured and others of only momentary value, and some time to be spent in reading those splendid masterpieces of the past and present which make for high thinking, for greater belief in God and mankind, and for a sympathetic understanding of those with whom we come in daily contact.

FLORENCE HALE
Editor, Grade Teacher
New York City

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A Reading Prescription

We read and hear much about the work and recreational types of reading, and have serious doubts if the average teacher would score on the recreational scale. By recreational reading we mean all other than professional and technical. The remark, "She (men included) is a good classroom teacher, but her knowledge outside the textbook is nil," is too often heard when patrons are discussing teachers.

Still we cannot be too severe with the teacher, when we consider the many professional books, magazines, and mimeographed bundles that are hurled from most college desks and from too many superintendents' and principals' offices.

What should a teacher read? Here's our guess. Two or three of the best professional magazines, at least a summary of a limited number of the best books in her particular field, a good daily newspaper, two or three general magazines (including current events and fiction), and enough modern books to enable her to talk intelligently about other things than school.

R. L. HUNT
Madison
South Dakota

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Thanks, Dean Holmes!

Let me congratulate you on your plan of having representative school systems of the United States explained by their leaders in successive numbers of the Journal. I found Mr. Reed's article illuminating and inspiring. I hope you can get equally good ones from other superintendents.

HENRY W. HOLMES
Graduate School
of Education
Harvard University

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Diversify Your Reading

Professional reading is all very well, and a certain amount of it is required to keep fully abreast of the trends in one's profession whether it be law, medicine or teaching. The teacher more especially needs to use reading, in some measure at least, as a means "to get away from it all," an escape method, a psychological safety valve, as it were. Poetry is excellent, if you like it. In case you don't like it, you would do well to cultivate a liking for it—just as you did for olives and caviar—for poetry, next after music, is the greatest civilizer and humanizer known to mankind. However, if you decline this suggestion to read a little poetry now and then for your soul's sake, you still have plenty of good short stories, novels, biographies and histories. You may even read murder mysteries and detective stories, if you find that they do not give you bad dreams.

Once I was discussing a then currently popular novel with a professor of chemistry. He made the honest admission that he had not read a novel or other book for pleasure during the preceding five years, and added that he had to keep abreast of chemical research by reading not only the English but also the French and the German texts, chemical and technical journals, all of which left no time for general reading. Such a man must of necessity miss the great sweeping current of human interests and affairs, so that sooner or later he will find his emotions and sensibilities stifled by too much technical reading.

A certain diversity and wise selection in one's reading is always as desirable as it is necessary, if one is to enlarge one's mental horizon, increase one's pleasure, and add to one's cultural background.

You make a dinner of various dishes and finish with a dessert. Let a little light reading be your mental dessert. Let your reading continue to promote your interest in men and affairs, and add to the zest for life and living.

GEORGE W. LYON
Pittsburgh
Pennsylvania

More Books—for Ages 5 to 95

For Adults

Summer Time Ends

John Hargrave.—This book oversteps proofreading conventions by omitting capitals from beginnings, and periods from ends of paragraphs. Type runs along the page in singularly flowing fashion; attractive to the eye. In other respects this novel is handled in an unusual way. Like a motion picture, it swiftly transports you from one scene to another happening elsewhere simultaneously. The plot carries on in an English industrial village of the present time; concerns all classes: lords, factory managers and workers. (Bobbs Merrill.)

Tides of the Tantramar

Louis Arthur Cunningham.—Acadia is the fresh setting for this entertaining story of present-day descendants of old French and English settlers. Background is a family feud dating from exile of 1775, poetically described in Longfellow's "Evangeline." Manon, lovely daughter of the Acadians, educated in a convent, falls in love with a son of the hated English neighbors, and——. (Penn.)

Joseph Conrad and His Circle

Jessie Conrad.—The writer of mighty sea stories is shown at home in literary and family mood. His wife reveals his personality frankly and tells about his friends and enemies. (Dutton.)

Solomon My Son

John Erskine.—This author at his best for those who enjoy him. "Look for no discussion of women in quantity," warns the author; but do not fear. Though the wives and concubines are omitted in bulk, there is a hand-picked woman or two on nearly every page. (Bobbs Merrill.)

Fair as the Moon

Temple Bailey.—A situation familiar enough in American life: a motherless girl adoring her father; father enmeshed in coils of designing female. Who wins out? Temple Bailey can be depended on for a satisfactory ending. (Penn.)

The Record of America

James Truslow Adams and Charles Garrett Vannest.—A fourfold presentation dealing not only with political but with social, economic, and cultural forces in the life of America. (Scribner's.)

Enchanted Acres

Gove Hambidge.—Deals with the lure of the land and the possibilities of country living. The scientific and the poetic viewpoints are blended with a host of practical details that give a picture of the satisfactions a family may find on a country hillside in the America of to-day. (Whittlesey House.)

Mules and Men

Zora Hurston, herself a negress, has made a collection of the folk-lore of her people. The stories are rich and related with a rhythm and artlessness of phrase that is genuine. Emotion, humor, charm and fundamental philosophy abound. (Lippincott.)

For Boys and Girls

Gay jacketed, readable, delightfully illustrated and worthwhile. About ships, heroes, Indians, animals, children in strange lands, famous people, and just folks.

The books mentioned below are designed to give pleasure and will make acceptable gifts to young friends. They also have something to tell that is worth knowing, and will be appreciated as supplementary reading. Teachers will find them good for reading aloud to pupils.

Valiant, Dog of the Timberline

Jack O'Brien. The story of a shepherd dog from his puppy days through danger-fraught adventures of his responsible years. The author was Chief Surveyor on the Byrd Antarctic Expedition. The dogs were his particular charge, so he knows and understands them. (Winston.)

Scarface: The Story of a Grizzly

Dorr G. Yeager. Story of a Rocky Mountain bear from the time he was born in a cave through his training in independence and his life of hair-breadth adventures and escapes. (Penn.)

Frontier Days

Oliver G. Swan.—Stories of Indians, cowboys, bad men, traders, scouts, trappers, soldiers, and goldseekers, told by well-known writers of tales of the West in pioneer days. — Bret Harte, Emerson Hough, Hamlin Garland, "Buffalo Bill," and others. Excellent illustrations in color and in black and white. (Grosset and Dunlap.)

Son of the Sword

Youel B. Mirza.—A tale of Persia by a man born and reared in that country. Jilu, the son of a Kurdish chief, is the central character, and he is shown participating in the exciting activities of riding and raiding which break the otherwise monotonous life of weaving and sheep tending. (Viking Press.)

Navajo Winter Nights

Dorothy Hogher. — The author and her husband, who made the sketches for illustrations, have lived among the Navajo Indians in New Mexico, and have collected tales the old Indian men tell to the Indian children around the big fire. Also stories of the Indian men, women, and children themselves. (Nelson.)

All Sail Set

Armstrong Sperry. — Story of the famous clipper ship, "Flying Cloud," of its building and launching in East Boston, and its gallant record run around the Horn to San Francisco. A fine story attractively bound and illustrated. (Winston.)

The Emperor of the Ants

Vamba.—A droll as well as instructive story of insect life. A schoolboy, at his own desire, is changed into an ant, in fact, into an ant egg, and thence begin his exciting adventures as a soldier ant. Delightfully told. For children from 8-12. (Crowell.)

Marauders of the Sea

N. C. Wyeth.—Chapters from famous sea stories comprise this book, beginning with Odysseus, and including the "Battle of the Yellow Cog," from "The White Company," by A. Conan Doyle, exploits of Captain Henry Morgan, adventures of an African Slaver, and others, better or less known. The illustrations are entirely satisfying,—ghastly and fascinating pictures of fighting seamen, burning ships, marooned sailors, and hanging pirates. (Putnam's.)

Carlos and Lola

Phyllis Ayer Sowers. — This story with its attractive pictures is like a personally conducted visit to the Philippines. (Crowell.)

Men and Mountains

M. Ilin.—Describes in a simple and fascinating manner how Russian scientists are succeeding in their struggle to master the forces of nature and subdue them to man's will. (Lippincott.)

The Birth of Rome

Laura Orvieto.—The early legends of Rome are presented in such a natural and logical manner that the child's mind can readily absorb and retain them. (Lippincott.)

The Happy Animals of Atagahi

Bessie Rowland James. — These delightful stories derive from the oldest North American Indian myths, but Mrs. Marquis James has given them a modern interpretation. (Bobbs-Merrill.)

Games and Stunts for All Occasions

William P. Young and Horace J. Gardner.—One hundred and fifty-eight original games and adaptations of old favorites that can be played and enjoyed by large and small groups of all ages everywhere at all times, with a minimum amount of equipment, expense, and labor. (Lippincott.)

John Whopper

The story of a newsboy. First published in 1870. Original illustrations included. (Longmans, Green.)

Madagascar Jack

Edouard A. Stackpole.—An accurate record of one of the most picturesque phases of American sea history. Much of the material is taken from the old whaling logs of the 19th century. (William Morrow.)

Girl Scouts in the Ozarks

Nancy Nance.—A thrilling story of how eight girl scouts camped one summer in the Ozark Mountains of Missouri. (Knopf.)

Youths' Captain: A Story of Ralph Waldo Emerson

Hildegarde Hawthorne. — Did you ever picture Emerson as a boy? Obviously he was not always a nature philosopher. This book shows him as a lad driving the cow to pasture in the centre of Boston; as a youthful neighbor of Nat Hawthorne, Louisa Alcott, and Henry Thoreau. (Longmans.)

Heroes of the Shoals

Allen Chaffee.—True stories of the United States Coast Guard—the kind that boys and their fathers will like. (Henry Holt.)

How Our Civilization Began

Mary G. Kelty.—A simple treatment of the story of early mankind, of the Greeks and the Romans, and of the early Middle Ages, to serve as a background for American history. (Ginn & Co.)

Luck of the Roll and Go.

Ruth and Latrobe Carroll.—A good cat and dog story which all children will love. Young readers are given a fine picture of an Antarctic expedition and the interesting things that happen to a ship and its crew which go over the rim of the world. (Macmillan.)

The March of a Nation

Alice Cooper and David Fallon.—Selections from the writings of observers, chroniclers, essayists, novelists, and poets who have reflected important episodes and incidents in the growth of this nation. (Heath.)

Finding the New World

Walter Taylor Field.—This is a book not to be studied, but to be read for the joy of reading. It is easily within the reading ability of young people in the fifth school grade, though it should be enjoyed by all who love a good story. (Ginn & Co.)

Harness and Pack

Arthur Treadwell Walden.—Covers all periods of transportation by animals, from the Indian pony used on the first trails through the wilderness to Chinook, the famous Eskimo lead dog, taken by the author on Admiral Byrd's first Antarctic expedition. (American Book Company.)

The World's Children Series

Klaas and Jansie, Children of the Dikes; Karl and Gretel, Children of the Fatherland. By Virginia Olcott.—Through this delightful series children are given a broadening experience which will help to break down international enmities and substitute good will and neighborliness. (Silver, Burdett.)

For Little Folks

The Story Book of the Earth's Treasures

Maud and Miska Petersham.– Tells about earth's four great gifts to mankind—Gold, Iron, Coal, and Oil. An ideal book for children who clamor for true stories. (Winston.)

Cowbells and Clover

David Cory.—The delightful adventures two city children have while visiting their uncle on his farm, and the stories their uncle tells them. (Grosset & Dunlap.)

A Lad of Dundee

Gwen Cuthbert and Elizabeth Marriot King. — The adventures of two lively Scotch children; gives a true picture of Scotch manners and customs; develops a real understanding of another part of the world. For Grades 4-6. (World Book Company.)

The Voyage of Growing Up

C. E. Turner and Grace T. Hallock.—Relates pleasant experiences of real situations which constitute a natural approach to health. (Heath.)

To Market We Go

Jane Miller.—The information in this book is woven around the experiences of children. The pupil is shown the worth of good manners, and the virtue of thrift. The vocabulary is kept on a second-grade level. (Houghton Mifflin Company.)

Jamaica Johnny

Berta and Elmer Hader. — A little black boy who is not fond of school. A tiny story book left him by his mother changes his ideas and he has an exciting time with his new friends, the little Americans he meets at school. (Macmillan.)

Our Little Friends of the Netherlands

Frances Carpenter.—One of a series of home-life readers for use in the lower grades. The purpose of the series is to give a sympathetic understanding of the peoples of other countries. (American Book.)

Here Comes Peter

Verna Hills.—The story of a small boy who lives in a suburb, has a happy family and pets, and has many simple experiences at home and in a nearby city, all highly entertaining to small boys and girls. Fifty illustrations. (Lothrop, Lee & Shepard.)

All Aboard

Roger Duvoisin. — A big beautiful book with full color pictures on every other page. The story is told by a wide-awake train. Delightfully whimsical the

(Continued on Page 518)

The Teacher and the Times

THE EDITOR ANALYZES PROBLEMS OF SOCIAL CHANGE

Dated Sanctions

NOW it came to pass in those days that some Scholars, looking out of the Window, beheld a certain Overgrown Boy knocking down a Little Boy and kicking him with his Steel-Spiked Boot.

The distressed Scholars called a Meeting of their Student Government League, and discussed the Deplorable Situation. After many hours of heated deliberation, they Decided that the Overgrown Boy had no Right to Attack the Little Boy, if it were True that he Really Was Attacking him. They consulted their By-Laws and learned from these that it was their Duty to Get the Facts and Prepare a Plan of Action.

Accordingly they voted to Name a Committee.

In Due Time the Committee met and Voted to Recommend that the Storekeepers be Requested Not to Sell any more Steel-Spikes to the Overgrown Boy—on or After a Specified Date, several weeks later.

Meanwhile, things continued to go rather badly for the Little Fellow.

• • •

The Good in People

IDEALS often have a hard time getting anywhere in a human society which seems bent upon sidestepping or ignoring them. Yet idealism in the individual—in countless individuals all 'round the globe—is the force which makes whatever improvement is made.

Idealism is so marked in some people that they stand out as cranks. They defeat their own ideals by insisting upon them too strongly or too prematurely. Cranks, it is true, do start things. A generation or two later, some practical fellow who is also an idealist at heart, may accomplish what the crank set out to do but could not.

The steady, day-by-day progress of mankind toward desirable goals is caused by the pressure of ideals from within the souls and bodies of workaday folk like you and me. What a multitude there are of such people—striving unremittingly to carry out their visions of what is good and true and fair and sensible! The cynics have no conception how vast are the numbers of such fine men and women—any more than Elisha's servant had of the reinforcing host of horses and chariots of fire before Elisha assured him, "They that be with us are more than they that be with them," and the young man caught the vision.

Never base a census of good and evil in this world upon the front page headlines of the average daily newspaper! These would indicate that mankind is mostly on his way to the bow-wows—or if that is an insult to our canine friends—to the lower regions. Strangely enough, however, when we look about us at the people we meet and come to know, we discover that they all have ideals and are trying, with more or less effort, to live up to them.

• • •

Produce More; Sell for Less

THE Brookings Institution, reporting on a three-year study of our economic indisposition, sees the solution in the thawing out of frozen prices; removing the grip of monopoly, code agreements and similar devices which have held up prices and restricted production; and really utilizing the existing facilities for putting an abundance of goods into the hands of the people.

This call for molten prices and more production sounds like a summons back to the normal working of economic laws instead of that reversed economics—poverty in the midst of plenty—wealth to be made by decreased production—which has been so obviously wrong and yet so hard to displace during recent years.

The big question is HOW to break the hold of monopolistic price fixing. There must first be the will to do so. And to that end the Brookings Institution has made a valuable contribution in putting forward a plan which represents careful investigation and concerted thought by some of the country's foremost economists.

• • •

Gobblers and Gobbling

TURKEY growers are faced with the problem of raising smaller birds for Thanksgiving tables. In this strange way are reflected those economic and hygienic changes which have brought about smaller families and—perhaps—less gorging on festive occasions, better balanced menus every day; resulting, we are told, in a taller, stronger generation of young people.

Auson W. Belding

The News Digest
OF EDUCATION

Art in Jail

Rehabilitation Value Said To Be High

WALLKILL, N. Y.—Art has a vital place in the rehabilitation of criminals, according to C. Bosseron Chambers, artist, who has conducted a weekly class in portrait and life drawing at the Wallkill prison here for the last six months and has found that art can flourish even in a jail. The success of the experiment, which Mr. Chambers believes may become a regular feature of prisons in the future, should be judged by the effect it has on the convict students. "It is not that we expect to turn out professional artists in the class," Mr. Chambers said, "but we thought—and now we know we are right—that the practice of art can give an offender a sense of creative power that re-establishes his self-respect. After all, art is an emotional thing, and these fellows are up here because they have been emotionally stunted or side-tracked. The release of latent talent and of an undeveloped feeling for the beautiful changes a man's whole trend of thought and raises him above his criminal environment."

Job Monopoly

Dean Charges Normal Graduates Get Inside Track

NEW YORK. — The requirements set up by various state authorities for licenses to teach in the public schools are "rather bad" and are getting worse, so that educated persons are finding it difficult to teach in public schools, according to Dean Virginia C. Gildersleeve, of Barnard College, in a recent talk. Last spring Dean Gildersleeve criticized the conflicting requirements of the states, which tend to exclude graduates of private colleges from the teaching profession and which sometimes are so drawn up as to exclude every one but graduates of the state normal school. "I am not attacking in particular the New York requirements, as some persons have assumed from my previous utterances," she said. "I am attacking not any one state but a general tendency evident in many of our states today. New York is by no means one of the worst in this respect. We have bright hopes that our state education department may soon make it even better."

Would Protect Children From Knowledge of Communism

WASHINGTON. — Which is the surer defence against Communism in the United States, knowledge of the facts about it or ignorance?

This is a question likely to look larger in American thinking during the coming year as the result of a mighty tempest of words which aroused much feeling here recently.

At present the issue here applies only to the school children of Washington for the pure innocence of whose minds on the subject of Communism the American Legion and a newspaper have opened a powerful local campaign.

But it may have nation-wide significance after Congress reassembles, since the self-styled forces of 100 per cent Americanism intend not only to carry their case against local school authorities to Congress and demand a ban on the teaching of anything about Communism in the capital, — pro or con—but they also may seek legislation which will cover the schools of the entire country with the same ban.

The fact that local Washington schools are directly under the authority of Congress gives the issue here a potential national significance far greater than similar crusades to protect the purity of the child mind elsewhere. What Congress decides about local schools might have its counterpart in more general legislation.

The latest development in the local feud has been an exchange of strong words between Dr. F. W. Ballou, superintendent of District of Columbia schools, protagonist of the doctrine that children should be informed of the facts about Communism just as they are informed of the facts about everything else of importance in the world, and E. Brooke Fetty, vice-commander of the Maryland American Legion, who has advanced across the district boundary with the suggestion that Dr. Ballou is not 100 per cent American.

Extensive Use of School Radio Questioned by Victoria Educator

MELBOURNE, Australia. — Radio talks for state schools are becoming increasingly popular in Victoria, but the question whether they are of real value has been raised by the director of education, J. McRae. Many teachers welcome the talks as an interesting method of education, which by its novelty insured the attention of the children, but according to Mr. McRae this point is debatable.

Money spent on some of the installations of radio in Victorian state schools, Mr. McRae suggests, might have been better spent on a piano, or a completely stocked reference library. If all the special broadcasts are heard, together with a few musical items, at least one hour each day is taken from the regular work of the school. The question arises whether the resultant benefits are compensation for the cost of radio installation and for the school time lost in listening to broadcasts.

A final answer cannot be given yet, states Mr. McRae, but the worst attitude to take is one of unquestioning acceptance or uncompromising hostility. The limitations of broadcasting are many. The fundamental of modern education is that it must start out of the child's own interests, and must proceed through his own activities. When pupils listen passively to broadcast talks the result is worse than negligible, for habits of inattention are bred. Further, the skillful teacher is constantly trying to test the range and soundness of his pupil's knowledge, but in a broadcast talk this contact between teacher and taught is absent.

A Fraternal College

Brothers and Sisters Numerous at Hastings

HASTINGS, Neb. — The family spirit is strong at Hastings College. A recent survey showed the brother and sister enrollment was almost 16 per cent of the total, according to reports. Seventy-three brothers and sisters, including one set of twins and four pairs of football players, are entered. Each of five families sent three children.

American Type of School Seen Emerging from Old Background

NEW YORK.—The schools of the country, which were fashioned after European institutions 150 years ago, were seen emerging into "a truly American education system" recently by Dr. Paul R. Mort, director of the Advanced School of Education, Teachers College, Columbia.

Dr. Mort, speaking to 1,000 educators, detected signs of a period in which the ideals of the country's founders would bear fruit—"a system of education to develop the abilities of all."

He deplored, however, the lack of funds for educational research and development.

"It took seventy-five years to develop a system of school finance, a system so poor that it needs far-reaching reorganization everywhere in the nation," Dr. Mort said. "I hope sufficient money will soon be available for the retraining of teachers. This branch of education has been like Cinderella, before she got to the ball."

The teaching profession today, Dr. Mort said, was in much the same position as the medical profession fifty years ago, when "Pasteur showed that medicine was not a single, indivisible science but that each disease had its germ."

Dr. Mort saw two trends in the city's public schools as indications of the development of an American education system. He cited the alertness courses for teachers and efforts to adapt the school to the student. These, he felt, were of "vital concern to teachers and to the public."

The Advanced School of Education at Teachers College, Dr. Mort said, was a symbol of the hope that the problem of retraining teachers would be solved.

War Welcomed

Ethiopian Children Rejoice as Schools Close

ADDIS ABABA.—War may bring death and destruction to Ethiopia, but to thousands of fuzzy-haired boys and girls it meant a joyful holiday—"no school." Scores of dancing boys and girls, expressing their release in gymnastics, rushed through the streets of the capital when Emperor Haile Selassie closed the schools because of imminence of hostilities on the Harar and Jijiga fronts and danger of air raids on Addis Ababa and other cities.

Foreign Policy

College People Must Collaborate Intelligently

RALEIGH, S. C.—America cannot develop an enlightened foreign policy unless her college students learn to read the daily newspaper intelligently. That, in substance, is the conclusion of Dr. Karl Polanyi, a political scientist of Vienna, who last Spring was sent by the Institute of International Education on a tour of twenty-four of our Southern colleges. He lectured to 14,110 students and faculty members and held intimate discussions with a total of 887. "Without the intelligent collaboration of the college and university people, it is not possible to develop that enlightened and critical public opinion toward which the Executive will have to look for support in the field of foreign policy in the none too distant future," Dr. Polanyi reported to the institute. To obtain that there must be, he said, "a keen, systematic and methodic study of international affairs by a much wider circle of students than has turned to them in the past."

Gotham's Budget Up

NEW YORK.—School officials, submitting a budget of $141,574,071 for next year, $87,092,677 of which would be furnished by the city and the remainder by the State, were encouraged by the declaration of Budget Director Rufus E. McGahen that he yielded to no city department more than to the Board of Education. The total budget showed an increase of $8,028,617 over 1935. Of this amount, the increase in the city's share was $7,361,516, and the increase in State aid was $667,101. The Citizens' Budget Commission simultaneously attacked the budget for education in a communication to Mr. McGahen, opposing a dozen requests for increases and declaring that the 1936 estimates "are not within the ability of the city to provide."

Half Billion Lift

WASHINGTON. — The PWA is aiding the nation's schools by giving them a $500,000,000 lift in the form of educational plant construction during the depression years, the agency stated. Under the new public works program the PWA has contributed financially to 3,099 projects, estimated to cost $488,612,317. In addition the PWA allotted $11,500,000 for purely Federal educational building projects under the first PWA program. School, college, and library construction has been included in the PWA work. Administrator Harold L. Ickes said that under the $4,000,000,000 works relief act local communities have received from PWA 2,133 educational building projects involving grant allotments of $130,696,188. In addition to these grants, which represent 45 per cent of the cost of the projects, the applicants will contribute $172,640,876. The applicants' contribution includes loans of $75,167,314 from PWA's revolving fund, to be repaid to the government over a period of years with interest at 4 per cent and $97,473,562 from private borrowing or the applicants' own funds.

The Department of Superintendence of the N. E. A. will meet at St. Louis, February 22 to 27, 1936.

Theology Nazi-ized

BERLIN.—The opening service of the independent theological school at Dahlem, near Berlin, was prohibited recently by secret political police. The new seminary has been organized by Confessional synods of Eastern and Northern Central Germany to free candidates for the pastorate from the necessity of receiving all their theological training in State-controlled universities. Confessional church pastors have been warned that independent seminaries will be suppressed. The Ministry of Education has taken the stand that no pastor in the Protestant established church can be regarded as trustworthy by the present political regime unless he has been educated at one of the universities that the regime supports and directs.

Broad Schooling

Foresters' Training Must Include Social Studies

BERKELEY, Calif. — The United States Forester of the future will be a man trained in social as well as industrial advantages of the forest. Among his accomplishments will be the ability to lay out playgrounds, recreational centres, and meet the public. At least, this is the ideal fostered by the forestry department of the University of California, which has recently revised its curriculum to include "social studies" among its requirements. "The day is past when timber men need know only the industrial uses of forests," said Dr. Joseph Kitteredge, Jr., of the university's forestry division. "The increase in tension in city life and the establishment of shorter working hours, have increased the number of persons who visit our state and national parks. They are in search of recreation, and to provide for them a forester must have the proper training."

The Child Development Readers

Edited by Julia Letheld Hahn

A new series with a content and method that make reading a joyful, satisfying adventure

Primary Series by Julia Letheld Hahn, Julia M. Harris, Jennie Wahlert

"Reading Readiness" is given practical emphasis in this new series of readers. By means of orientation picture cards, a pre-primer booklet, illustrations that are a vital part of the content, and original and workable suggestions to the teacher, the series excels all others in developing a background of experience that will enable every individual child to approach each reading lesson with a keen intellectual appetite. The child is led to comprehend in the largest sense: that is, by relating what he reads to what he knows. This, and the stimulating nature of the content and the resulting activities, assure unusual all-round development to the child using this series.

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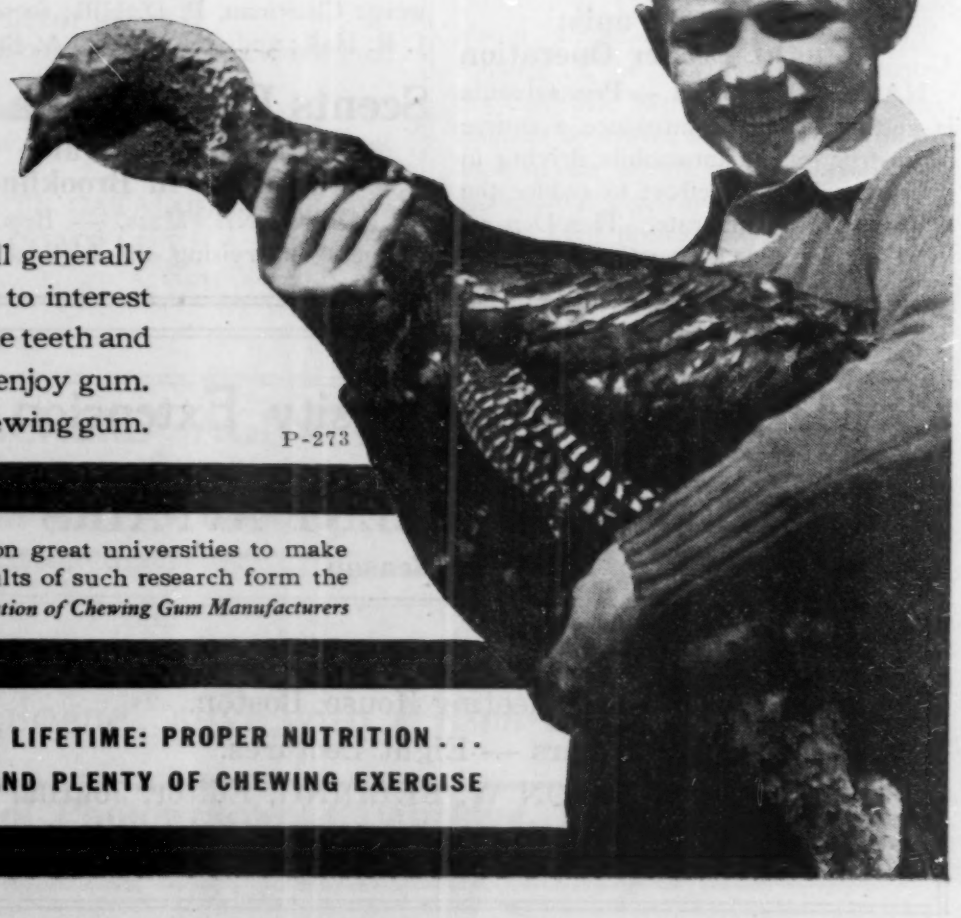
RAISED THIS ONE *myself*



Put it up to a youngster's pride and he'll generally make good. This might even be a way to interest boys and girls in their teeth. And because teeth and gums get so little exercise, let children enjoy gum. There is a reason, a time and place for chewing gum.

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Forward Looking manufacturers call upon great universities to make impartial investigations of their products. Results of such research form the basis of our advertising. *The National Association of Chewing Gum Manufacturers*

FOUR FACTORS THAT HELP TEETH LAST A LIFETIME: PROPER NUTRITION . . . PERSONAL CARE . . . DENTAL CARE . . . AND PLENTY OF CHEWING EXERCISE

Among the Schools

Daily Pledge

Chicago Pupils Must Take Oath Every Day

CHICAGO.—Pupils of the Chicago public schools have been ordered to sing the national anthem and salute and pledge allegiance to the flag every school day. Resolutions to that effect were adopted by the school board "because it is one of the primary objects of the board to instill in the minds of youth the loftiest ideals of patriotism." The resolutions made no mention of action against those who might refuse to comply with the orders.

Sought Publicity

WEYMOUTH, Mass. — Charles Newcomb's refusal to salute the flag at Weymouth High School was a consequence of his desire for the spectacular and in hopes of a little publicity and not due to any religious convictions, it was disclosed by Welfare Administrator Everett E. Callahan, after a talk with Mrs. Celia Newcomb, the boy's mother. The flag-salute episode involved a descendant of the illustrious Betsy Ross, reputed designer of the American flag. Mrs. Newcomb told Mr. Callahan that Charles and herself were not members of the Witnesses of Jehovah sect and her son had taken his unusual stand because his mind was fired by the publicity attending the Lynn and Saugus flag rows. She ordered the boy to go back to school and forget his silly ideas.

Safe Driving

High School Pupils Taught Proper Operation

HARRISBURG, Pa. — Pennsylvania is getting ready to introduce a course of instruction in automobile driving in high schools in an effort to reduce the mounting accident rate. The Department of Public Instruction has prepared a bulletin on "high safety education" to teach pupils safe operation of cars. The suggested course covers a ten to twelve-week period and leads the students through various training steps to qualify them properly to drive when they take examinations for operators' licenses. Charles D. Vibberts, adviser in secondary education in the Public Instruction Department, said that the proposed course would be instrumental in turning out thousands of potential new drivers a year, each instructed in highway safety measures.

Building Project

Extensive Work Has Columbia Board's Approval

COLUMBIA, Mo.—A large building project has been approved for the WPA by the board of education, it was announced recently at the office of W. E. Rosenstengel, superintendent of schools. The building will include an administration building for the board, a retaining wall for the athletic field at Jefferson Junior High School, a one-story manual training shop building for the Junior High School, a two-story agricultural education building for Hickman High School, and grading on the grounds at the Lee and Ridgeway Schools. No estimate of the cost of these projects has been made by the board. The board asked for the regular WPA loan on the projects in making its application. Custodians of the Columbia public schools recently organized into a group for the betterment of the playgrounds and upkeep of the school buildings. Officers elected were: Chairman, P. D. Hill; secretary, J. R. Hall; and treasurer, Z. A. Barnes.

Scents Propaganda

Ban on Anti-War Articles in Brookline

BROOKLINE, Mass. — Brookline teachers supervising the high school's weekly publication refused recently to accept paid advertisements dealing with anti-war movements or to print articles on the subject written by a member of the student body. "There are certain things we believe have no place in a school paper," explained Miss Ada B. Deal, faculty adviser. "We don't take tobacco advertisements either."

Educator's Ideal

Wilmington High School Termed "Teacher-Designed"

WILMINGTON, Del.—What is said by its builders to be one of the finest high schools in the country was dedicated here early this month as the climax of a school program that in fourteen years has raised Delaware from almost the bottom to close to top rank among American States in educational rating. Named in honor of Pierre S. duPont, chief instigator of Delaware's educational progress, two and a half years in the planning and almost two years in the building, the new $2,000,000 school represents the "modern educator's ideal," according to S. M. Stouffer, superintendent of Wilmington's schools. "Apart from the architecture and purely engineering features it is a teacher-designed school," said Mr. Stouffer.

Students Strike

Demand Shorter Hours To Aid Football Practice

GLOUCESTER, N. J. — Gloucester High School students went on strike recently for shorter hours. They want classes dismissed at 2.30 p. m. instead of 3.38 p. m. to give the football players more time for practice in the afternoon. The change would necessitate shortening each class ten minutes. The strike began one morning when about seventy-five students, including the entire football squad, walked out of their first class. Attendance records in the afternoon showed that nearly half of the 1,050 students did not attend school. Charles T. Hazzard, superintendent of schools, said the hours are fixed by the Board of Education and that any change would have to be made by the board.

Condemn Oath

Unitarians Resolve Legislation Harmful

CINCINNATI, O. — The Unitarian Ministerial Association, in convention here, unanimously adopted a resolution condemning legislation making it compulsory for teachers to take an oath of allegiance to the constitution.

Massachusetts University Extension

COURSE IN CURRENT AFFAIRS

Fourth Season

The Time: Thursdays, 6-7 P. M., starting November 21.
The Place: Old South Meeting House, Boston.
The Fee: Three Dollars — Eight Lectures.
The Instructor: ANSON W. BELDING, Editor, Journal of Education.

Personal Mention

Casey Resigns

BOULDER, Colo. — W. V. Casey, superintendent of schools here for forty-six years, recently resigned from office. Mr. Casey was elected superintendent emeritus. Virgil M. Rogers was selected as the new superintendent. He has the hearty support of the citizens and school board.

Elliott Upheld

LANSING, Mich.—Dr. Eugene B. Elliott, whose right to the superintendency of public instruction was upheld recently, four months after his appointment, by the Michigan Supreme Court, immediately set about reorganizing the department. Dr. Paul F. Voelker, ousted from the job on Elliott's petition, is a Democrat while Elliott is a Republican. Voelker was defeated by Dr. M. R. Keyworth, who was killed in an automobile accident last June. Governor Fitzgerald named Elliott to the post. Unlike Voelker, who contented himself with several assistants, Elliott will have a deputy, legally entitled to act as superintendent in his superior's absence. As head of the instruction division, Elliott is retaining Dr. Paul Cressman; Howard Prine, former county school commissioner of Jackson County, probably will become head of the child accounting division, Elliott said. Wesley B. Beadle, for twelve years superintendent of the East Grand Rapids schools, was named State inspector and supervisor of high schools.

Editor Wedeck

BROOKLYN, N. Y. — Harry E. Wedeck, chairman of the department of Classical Languages at Erasmus Hall High School, has been appointed general editor of the new projected secondary-school Latin series to be published by the Pitman Publishing Corporation.

Dillman Succeeds Hotchkiss

HOUGHTON, Mich. — Grover C. Dillman, formerly Michigan state highway commissioner and past president of the Mississippi Valley Association of Highway Departments, has been named president of the Michigan College of Mining and Technology. He succeeds Dr. W. O. Hotchkiss, who resigned the post to accept that of Rensselaer Polytechnic Institute. Mr. Dillman, graduate of Michigan State College and holder of an honorary degree in highway engineering from that institution, will be formally inaugurated during the college's semi-centennial reunion next August.

Miller Inducted

PENN YAN, N. Y.—Ceremonies in which college presidents and educators from the East and Midwest participated, with the trustees, marked the installation of Dr. J. Hillis Miller, thirty-six-year-old Virginian, as president of Keuka College. A call for an intellectual and moral youth movement within the colleges to combat dangers of revolutionary movements was sounded by Dr. Miller in his inaugural address, heard by ten college presidents, representatives of thirty-two other colleges and universities, the students, and townspeople. The new president is former dean of students at Bucknell University.

• •

Meet These Contributors

J. H. PATTERSON (*"We Read for Fun—and Growth,"* page 505) says: "I was graduated from West Virginia University by grace of summer schools and my winning ways. I had four summers and an A. M. in Columbia, followed by four more summers in Columbia and New York. I have almost followed the Squeers method by getting my education the year after I needed it, — always from summer schools. My philosophy of life is: 'Get your degree from college and your education along with your work.' Therefore, book clubs."

LOUISE H. HOWELL (*"Do You Know Lafcadio Hearn?"* page 504) is founder of the North Carolina Poetry Society. She has written many poems, inspired by travel in the far South. A book of her poems is nearly ready for publication, illustrated by her in water color. Her poems and sketches have been published in magazines and newspapers.

PHYLLIS REID FENNER (*"A Noble Exercise,"* page 507) has been librarian of the Manhasset (N. Y.) public schools since 1923. She was graduated from Mount Holyoke and The School of Library Service, Columbia University. Author of articles in library magazines and newspapers.

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47 Winter St., Boston, Mass.

Typewriters

Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Books for Little Folks

(Continued from Page 511)

book manages to get in a good deal of sound information. (Grosset and Dunlap.)

I Know a Surprise

Dorothy Walter Baruch. — An "experience" story made up of the elements most pleasing to small boys and girls—a slight plot, a little tickling suspense, much repetition, everyday lovable characters—and written with simple words and in simple sentence structure which listeners can easily comprehend and beginning readers can read themselves. (Lothrop, Lee & Shepard.)

Little Duck

Marjorie Barrows. — The exciting adventures of a little yellow duck. (Grosset and Dunlap.)

Infants at the Zoo

E. G. Boulenger.—The reader will close this book feeling that even the wart-hog and the rattlesnake can be deemed "lovable"—at a certain stage of their careers. (J. M. Dent & Sons, Ltd.)

The Life of Hugo the Horse

Anna Maria Wright and Claude W. Woodruff.—A simple account of the everyday incidents in the life of a horse. (Grosset & Dunlap.)

The Pilgrim's Party

Sadyebeth and Anson Lowitz wrote this book because their small daughter demanded "really truly stories." Children will revel in its humor. (Richard R. Smith, Inc.)

Across the Cotton Patch

Ellis Credle.—This fascinating story of Pigtail and her brother and their adventures with the twins, Atlantic and Pacific, will appeal to all boys and girls from four to eight. (Thomas Nelson and Sons.)

Fuzzy Wuzzy and Other Stories

Rowena Califf.—Sixteen fascinating stories that tiny tots will enjoy having read to them, or reading to themselves. (Bruce Publishing.)

Every letter

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Grins Between Grinds

Came To It

There was a man in our town, and he was wondrous wise,
He swore by all the gods above he would not advertise!
But one day he did break this rule; and thereby hangs a tale;
The "ad" was set in quite small type, and headed "Sheriff's Sale."

• •

Force of Habit

Two acquaintances, who had not seen Macpherson for some years, called at his house on Saturday evening. Mrs. Macpherson answered the door.

"Does Macpherson live here?" they asked.

"Ay," was the woman's reply, "jist carry 'im in!"

• •

The Kind Kind

The young bride was extolling the virtues of her husband to a friend.

"George is just the most generous man in the world," she declared. "He gives me everything credit can buy."

• •

Suitable Gift

Graduate—"Professor, I have made some money and I want to do something for my old college. I don't remember what studies I excelled in."

Professor—"In my classes you slept most of the time."

Graduate—"Fine, I'll endow a dormitory."

• •

Supposing

"What would I get," inquired the man who had just insured his property against fire, "if this building should burn down tonight?"

"I would say," replied the insurance agent, "about ten years."

• •

Took Everything

A junior reporter, frequently reprimanded for relating too many details and warned to be brief, sent in the following:—

"Last night Sir Dwight Hopeless, a guest at Lady Panmore's ball, complained of feeling ill, took a drink, his hat, his coat, his departure, no notice of his friends, a taxi, a pistol from his pocket, and finally his life. Nice chap. Regrets."

• •

Understudy

Head Clerk—"I am very sorry to hear of your partner's death. Would you like me to take his place?"

Manager—"Very much, if you can get the undertaker to arrange it."

• •

Undeclared War

Magistrate — "What started the trouble between you and the plaintiff?"

Defendant—"Well, yer honor, it was like this. 'E threw 'is beer over me—I 'its 'im across the face wiv my bag of tools—then he cuts my 'ead open wiv a bottle—an' the next thing we knows we find ourselves quarrlin'!"

• •

Too Much

"I don't mind washing the dishes for you," wailed the henpecked husband. "I don't object to sweeping, dusting, or mopping the floors, but I'll be darned if I'm gonna run ribbons through my nightgown just to fool the baby."